COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 7972   School Name: SLAVENS K-8 SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

The high level of teaching and learning at Slavens has allowed us to perform well on state and district measures. Based on previous state testing, students are performing at a relatively high level on tests of reading and math (90% plus on TCAP) with writing being somewhat lower (85% on TCAP). As such and with the increased emphasis on claims, evidence and reason in writing, our academic focus will continue to be on improving student writing. Also as our school population expands, our need for continuing best practices in writing is paramount. Students who are new to Slavens often must be given specialized attention, (especially from grade 5 passing into grade 6 or for students who are new to grades 7 and 8) in order to gain the skills needed to compete academically. Lastly in our constant efforts to improve the already high quality of student work and to focus on whole child development, we have also established a clear emphasis on The Leader In Me concepts that are based on Stephen Covey's 7 Habits of Highly Effective People. Continued work on these processes will help students take ownership of their learning and track their learning goals and growth.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

The organization of constructed response answers has been less successful and many students do not fully or properly answer the prompts/ questions. Even though we have made writing a priority we are still not seeing improvement in every grade level. We see that consistency across grade levels with writing instruction is still needed. The final agreed upon root cause is: Writing expectations are not consistent from grade level to grade level especially as we focus more on claim, evidence and reasoning writing.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

We continue to see the need to focus our improvement efforts on writing:

Growth: The MGP in Writing declined from 66 in 2010 and 2011 to 63 in 2012 to 65 in 2014. We met the district expectation of 65 for high growth in 2014. In 2015 with our PARCC data we stayed the same in middle school relative to other district and state schools but we declined in our elementary school relative to district and state elementary schools.

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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	rate. This is a three-year designation.		
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kurt Siebold, Principal
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	Phone	720-424-4150
	Mailing Address	3000 S Clayton, Denver, 80210
2	Name and Title	Melissa Hatchett, Assistant Principal
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	Phone	720-424-4150
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
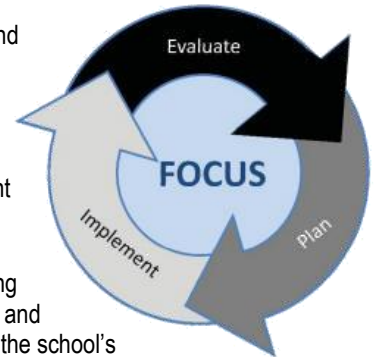
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative: Slavens is a K-8 school where academics are held in the highest regard. While we perform well on state and district measures as compared to other schools in the state (between the top 5% & 10%), we didn't do as well on the first year of PARCC testing in our elementary grades. Our middle school is still in the top 5% of all middle schools in the state based on student performance on the PARCC test while our elementary school is in the top 8% in the state. Our grade level teams have met during the year to discuss the results of our interim testing and considered the performance of students when we received the PARCC data mid-year. Our process for data analysis includes drilling down to the question level to determine trends and implications for instruction based on Colorado Academic Standards. In addition, the education of the whole child reflects more than the

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academic core. We provide an environment where students are challenged to be critical thinkers and creative problem solvers and we have adopted The Leader In Me process as a leadership model where students take ownership of their learning and create learning goals that they track through leadership data notebooks. The UIP is developed through the collaborative effort of our School Leadership Team which is made up of teachers and administration and is reviewed and approved by the Collaborative School Committee which is comprised of parents, teachers, a classified representative, a community representative and administration. Our current performance on standardized measures with PARCC shows our students performing as follows: In English Language Arts the percentage of students who reached "met expectations or above" ranges from 60% to 79% while the similar measures in math range from 47% to 79%. Although we have one grade that scored lower in math, we believe there are other factors that led to this drop but we will monitor it closely on the next round of PARCC tests. We have again identified our priority performance challenge overall as writing and through our root cause analysis have identified a need to focus on instructional strategies for writing with the main emphasis on consistent writing instruction from grade level to grade level especially in relation to claim, evidence and reason type writing.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Elem: The percentage of students scoring Proficient and Advanced on Writing will increase from 85% to 86%. MS: The percentage of students scoring Proficient and Advanced on Writing will increase from 90% to 92%.	Elem: The elementary target was met as the percentage of students scoring Proficient and Advanced on Writing was 86%. MS: The middle school target was not met as the percentage of students scoring Proficient and Advanced on Writing was 91%.	While we met the target at the elementary level, we realize we were starting at a lower beginning point and saw our students gain 1%. In middle school even though we gained 1%, we started at a higher beginning point and had a higher gain (2%) as our goal. We met the MGP for writing. The increased emphasis on consistency allowed us to make a consistent gain (1%) and reach our Median Growth Percentile, but that gain was rather small and shows that continued focus is needed on writing instruction.
Academic Growth	The MGP for Writing will increase from 63 to 65.	The MGP for writing was met as the growth percentile was 65.	
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Our status has remained stable in reading, writing and math from 2009 to 2014 and exceeds district and state expectations. Writing has increased from 79% in 2009 to 86% in 2014.		
	Since PARCC is a new measure in 2015, it is challenging to align Status with previous years.		
Academic Growth	Our MGP trend in writing has decreased from 69 in 2009 to 65 in 2014. Still, we met the district expectation for high growth of 65 again in 2014. Our MGP trend in reading and math remained stable from 2009 to 2014 and we met the district	Our writing growth has decreased from 69 in 2009 to 65 in 20134 However, we met the district expectation for high growth of 65	Use of instructional strategies for writing is not consistent from grade level to grade level and across content areas. In addition, expectations for the appropriate use of grammar are not sequenced from kindergarten to 8th grade.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	expectation for high growth in math.	again this year.	
	Again with PARCC as a new measure, it is difficult to identify Academic Growth compared to TCAP.		
Academic Growth Gaps	Based on our PARCC data for English Language Arts, we see a gap in the scores between males and females as well as a gap in the score between students on Free/ Reduced Lunch (FRL) and those on paid lunch. The English Language Arts assessment includes writing in response to reading. We have 78% of the females who achieved "met expectations" or "exceeded expectations" on the ELA assessment while only 62% of the males reached the same level. The difference between FRL students and paid lunch students was 44% vs 71%.	Reduce the gap between male and female, FRL students and paid lunch students.	
	When looking at minority group achievement with PARCC for English Language Arts, we have no data for several subgroups since we have less than 16 students. However, there is an achievement gap between Hispanic students and White students. While 59% of the Hispanic students achieved "met expectations" or "exceeded expectations" on the ELA assessment, 70% of the white students reached the same level.	Reduce the gap between Hispanic students and white students.	
Postsecondary & Workforce Readiness			

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
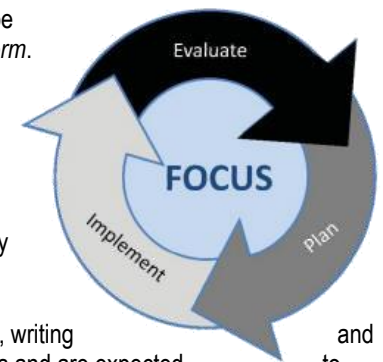
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
		READ					
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Our MGP in writing has increased from 62 in 2013 to 65 in 2014. We have met district expectation for high growth of 65 for 2 years.	We will increase our Median Growth Percentile in writing from 65 to 67 or above.	We will maintain an MGP in writing of 67 or above.	DPS writing interim will also be scored 3 times per year. Teachers will use teacher created writing rubrics to monitor progress throughout the year.	We will use the CCSS for literacy to guide all writing instruction. K-6 teachers will also use the Lucy Calkins Writing Units of Study as a reference.
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement increased writing expectations with an emphasis on claim, evidence and reason type of writing in response to reading while emphasizing common grammar expectations. We will focus specifically on the CCSS for literacy to guide all writing instruction. Also, K-6 grade teachers will use the Lucy Calkins writing Units of Study as a reference for their writing instruction.

Root Cause(s) Addressed: Writing expectations are not consistent from grade level to grade level especially as we focus more on claim, evidence and reasoning writing.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
1. K-8 Literacy teachers will provide supports for targeted grammar instruction, including sentence structure, constructing sentences and paragraphs, and conventions.	2015-16 school year		Classroom literacy teachers	Resources may include on-line programs (Straight Ace), DLI, teacher conferences, peer editing, etc.	Support will be determined and individualized by need during data team meetings. Teachers will analyze interims and student work samples for next steps.	In Progress
2. Through grade level collaboration, students are held accountable in all content areas for their writing with the DPS rubric (focus, organization, development, support, language, (spelling, grammar & usage).	2015-16 school year		All teachers, and support personnel	Student-generated charts, vocabulary resources, and collaboration time	Data team and vertical team discussions will reflect this focus with evidence of strategy implementation in the form of charts, word walls, and student data notebooks	In Progress

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3. Teachers will use the Lucy Calkins Writing Units of Study to develop consistency in their writing instruction as they examine student work and identify next steps for student writing	Ongoing		K-6th grade teachers	Lucy Calkins Units of Study	Collaborative planning and/or PLC team meetings once every 6 weeks.	In Progress
4. All teachers will implement claim, evidence and reason writing based on the content and student ability	2015-16 school year		All teachers	Rubrics developed for writing in subjects including science and social studies	Student writing samples throughout the year	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #2: In alignment with the Denver 2020 plan and the development of the whole child, The Leader In Me (TLIM) process is designed to implement a school-wide transformation process to enhance students' life skills and workforce readiness.

Root Cause(s) Addressed: Students don't monitor their own progress and aren't able to easily articulate their areas of strength and areas of needed improvement.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
1. Teachers will use The Leader In Me processes to have students take ownership in all areas of learning including writing	Staff meeting (12/1/15 and others) along with ongoing conversations throughout the year		All staff	Leader in Me traning, Annette Sulzman (facilitator/ trainer), Coaching Days	Early Release Days during the 14/15 school year and Leadership Day on April 22, 2015	In Progress
2. We will have regular Leadership Assemblies where students lead the assemblies.	8/28, 10/2, 10/30, 11;20, 1/29, 2/26, 4/8, 6/3		Lighthouse teacher support of students	Middle school leadership class, Lighthouse team members	The assemblies with a leadership message prepared by students	In Progress-- several completed with a few remaining for the year
3. Leadership Day… a day when other school staff, parents and community members are invited in to see the Leadership focus in our school.	4/22/2016		Lighthouse team	Other Leader In Me Schools	Invites sent out to parents and community members to visit our school and observe students as leaders in action	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*